

**Abstract**  
Large Group

The purpose of this project was to expose at-risk high school students' to several post high school opportunities that matched their career interests. This project gave each student a list of several career choices based on an interest survey. The interest survey and career fair allowed students to select several careers that interested them. Students were asked to review their choices and learn more each career and the post high school opportunities available. The interest survey and career fair will assist students in class selection next year.

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2007-2008\*

Develop this plan at the beginning of the school year.

School: Landmark High School\_\_\_\_\_ District: Nebo School District\_\_\_\_\_

Target Group: (whole school, entire class, grade level) Whole school\_\_\_\_\_

Target Group selection is based upon the following data/information/school improvement goals: SEOP goals\_\_\_\_\_

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
SEOP's Career interest survey Careers.Utah.gov School wide career fair	Match career interests with high school curriculum, Individual SEOP's and post high school opportunities	Ind. SEOP's Computer lab Careers. Utah. Gov.	12/07 4/08	180	Advisory class, school wide career fair, interest survey & Individual SEOP	Each student will complete an Individual SEOP, on-line career interest survey, and participate in our school wide career fair.  Students will complete a review of a career that interests them from information learned from their SEOP, school career fair, advisory class and career interest survey.

Joe Kelly\_\_\_\_\_  
Principal's Signature

10/6/2007\_\_\_\_\_  
Date

2/11/2008\_\_\_\_\_  
Date of Staff Presentation

Ted Davies\_\_\_\_\_  
Prepared By

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

# Utah CCGP—Guidance Activities Results Report (Large Group) 2007-2008\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2008.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Landmark High School\_\_\_\_\_ District: Nebo School District\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Ted Davies	Entire school grades 10-12	Career interest survey Careers.Utah. Gov  Career fair  Individual SEOP	12/2007  4/2008	161	Each student in day & night school received an individual SEOP  Each student in day school went to the computer lab to take a career interest survey  All student participated in a school wide career fair  Students complete a career review	Each student was able to select several career choices that they had interest in and attend presentations that most closely matched their career interests. Students reported learning more about career options and post high school training opportunities through participating in the school wide career fair.	Students can better select high school curriculum that will prepare them for post high school training at Landmark High School and our local MATC programs. Students were exposed to a number of post high school opportunities that our available in their community.

Joe Kelly\_\_\_\_\_  
Principal's Signature

5/30/2008\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## **Abstract**

### **Small Group**

The purpose of this study was to continue to assess affects of a semester long Girl's Group Class with additional curriculum and resources. This study was based on pre/post test data taken by students, anecdotal information collected from faculty members, and attendance data collected. The class is structured to empower adolescent girls to take personal and social responsibility for their actions and future. Adolescent girls range in age from 15 to 18. Our girls at Landmark High School typically have high-risk behaviors: drug use, sexual activity, violent relationships, little family support, and poverty. They typical do not have the support and resources to navigate adulthood. Students evaluate their strengths and weaknesses and are taught skills to overcome challenges and develop greater strength. Results revealed a statistically significant increase in personal developmental assets over last year. This is attributed to additional curriculum focus on health and personal discipline.

# Utah CCGP–Closing the Gap Action Plan (Small Group) 2007-2008\*

Develop this plan at the beginning of the school.

School: Landmark High School\_\_\_\_\_ District: Nebo School District\_\_\_\_\_

Target Group: At-risk 10-12 grade female students\_\_\_\_\_

Target Group selection is based on the following data/information/school improvement goal: Increase personal developmental assets\_\_\_\_\_

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Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Improve social skills, reduce sexual activity, illegal substance use, improve physical and mental health, improve family/friends relationships	Personal and social responsibility  Communication skills  Interpersonal skills	Girls group class	Counselor, teacher, sp. ed. tracker, nurse	Pre/post test based on the 40 developmental assets  Behavioral assessments  Anecdotal information from faculty and staff  Attendance records and grades	August 2007 thru May 2008	40

Joe Kelly\_\_\_\_\_ 8/27/2007\_\_\_\_\_ 8/27/2007\_\_\_\_\_ Ted Davies\_\_\_\_\_  
Principal's Signature Date Date of Staff Presentation Prepared By

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP–Closing the Gap Results Report (Small Group) 2007-2008\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2008.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Landmark High School \_\_\_\_\_ District: Nebo School  
District \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
<p>Ted Davies Counselor</p> <p>Bobbi Sue Ferguson Sp. Ed. Teacher</p> <p>An’Jalee Burningham Sp. Ed. Tracker</p> <p>Annette Pulley Nurse American Fork Hospital</p>	<p>At-risk 10-12 grade female students</p>	<p>7 Habits of Highly Effective Teens -Covey- The Culprit &amp; The Cure “Health Matters” -Aldana- Discipline w/ Dignity -Mendler- Sex Education Materials -AF Hospital- Teacher Developed Curriculum</p>	<p>August 2007 May 2008</p>	<p>22 female students first semester</p> <p>18 female students second semester</p>	<p>Pre-test scores averaged 11 out of 30 assets</p> <p>Post-test scores averaged 21 out of 30 assets</p>	<p>10 students became involved in student govt.</p> <p>5 students were linked to govt. agencies for services</p> <p>29 students improved school attendance</p> <p>40 students increased in the number of internal and external assets!</p>	<p>Data shows with positive role models and caring adults that have high expectations we can build a community of caring girls, improve their self-worth and teach them how to take responsibility for their actions and future</p>

Joe Kelly \_\_\_\_\_  
Principal's Signature

5/30/2008 \_\_\_\_\_  
Date

*\*Adapted from the ASCA National Model: A Framework for School Counseling Programs.*



# Electronic Data Reporting Template

**Guidance Activities Results Report (Large Group)**

**School:** Payson High School

**Target Group:** 11<sup>th</sup> grade students

**Target Group selection is based upon:** Individual SEOP

## ABSTRACT

The purpose of this study was to see if a major transition such as moving to a new High School would impact the attendance at individual SEOPs for our 11<sup>th</sup> grade students. All 11<sup>th</sup> grade students at Payson High School were selected to be participants in the study. There were a total of 527 11<sup>th</sup> grade students with 180 students living within the boundaries to move to the new High School for the upcoming school year. The data shows that when students have the potential to be impacted greatly by the information that will be presented at an SEOP their attendance increases significantly.

## PROJECT DESCRIPTION

- **Introduction**

This project was chosen to focus on the Life/Career Development student outcome with specific emphasis on Standard C. As counselors we are concerned with the attendance rate at our individual SEOPs, of both students and parents, and are always looking for ways to increase attendance.

- **Participants**

The participants of this study were the 11<sup>th</sup> grade students. The participants were divided into two groups; students staying at Payson High School and students moving to the new High School for their 12<sup>th</sup> grade year.

- **Method**

During November and December of 2007 all 11<sup>th</sup> grade students and their parents were invited to attend an individual SEOP. The students who live within Payson High School's boundaries were scheduled with Counselors Benson, Woolstenhulme, and Wright. The students who live within the boundaries to go to the new High School were scheduled with Counselor Lundell. Counselor Lundell will be moving to the new school next year. The invitation was different for the two separate groups with the new school group stating that they were scheduled to go to the new school and would receive information about the new school. The Payson group's invite invited them to attend their SEOP with no information about what would be presented.

## RESULTS

The rate of attendance of both students and parents was significantly greater with those scheduled to attend the new high school than those scheduled to attend Payson. In the new school group 94% of the students attended the SEOP and 75% had a parent in attendance. In the staying group 60% of the students attended the SEOP and 50% had a parent in attendance.

## DISCUSSION

As we reviewed the data from our SEOP attendance this year there were several things that were very clear. The group of students moving to the new school attended more because they were interested in receiving information about their new school and the possibilities that may accompany that transition. This group of students was also given information on their invitation about what would be covered in the SEOP. This finding is the most significant in our opinion because it can influence our marketing plan for SEOPs in future years. Parents and students alike want to know what they are attending and what they can expect to learn by attending an SEOP.





# Electronic Data Reporting Template

**Closing the Gap Results Report (Small Group)**

**School: Payson High School**

**Target Group: Individual students in grades 10, 11, and 12**

**Target Group selection is based upon: Students who are struggling with Academic/Learning Development Outcomes**

## ABSTRACT

The purpose of this study was to assess the effectiveness of a tracking program conducted by Counselor Woolstenhulme. The participants were 77 students who were struggling with their grades and attendance. The results were quite significant with 40 of the students increasing their GPA and an unexpected result was having an increase in the number of students coming to the counseling office for help in other areas as well.

## PROJECT DESCRIPTION

- **Introduction**

The Utah CCGP Student Outcome was Academic/Learning Development, with emphasis placed on Standard A2 Acquire skills for maximizing learning and Standard A3 Achieve school success. The intended student behavior was to learn and apply time-management and task-management skills, know when and how to ask for help, develop a pattern of regular school attendance, and connect to school in positive ways.

- **Participants**

The 77 students participating in the study were referred to the program from parents, teachers, administrators, counselors, and some were self referred. They were all students who were struggling with the above mentioned outcomes and standards.

- **Method**

Upon referral to the program students and parents met with a Counselor and reviewed the program and signed a contract committing to be tracked. The students then met on a regular basis with the tracker to monitor grades and attendance and discuss ways to improve both. If this frequent contact did not elicit immediate change the student then was required to take a daily tracking sheet with them to be signed by all teachers, parents and then turned in to the tracker. Frequent communication between the school and parents was conducted including some home visits, frequent progress reports sent home, and attendance records reviewed with parents. This communication was directed at ways to increase attendance and grades, and build positive connections with school faculty and staff. The project started with the beginning of school year and is ongoing as of the writing of this report. The results were evaluated strictly on the basis of GPA. There were many other results that could be looked at but were not directly measurable, for example the students' ability to connect with the school in positive ways.

## RESULTS

The results from the study would lead us to believe that the program does make a significant impact in the lives of students and their ability to develop a pattern of regular attendance which then allows them to have more opportunity to connect with the school in positive ways. Time and task-management skills are improved which was shown by an increase in GPA for 40 of the 77 students participating in the program.

## DISCUSSION

There are many conclusions that we can draw from this study of the effectiveness of our tracking program, we will focus on two here. The first would be that students greatly benefit from increased individual contact from school faculty and staff. Secondly, some students need assistance in the area of Academic/Learning Development and need to be taught these important skills and then have the opportunity to put them to use, further increasing their ability to retain the skills learned. We will continue to utilize a program that increases the individual contact we have with struggling students.



## Electronic Data Reporting Template

### Guidance Activities Results Report (Large Group)

**School:** Spanish Fork H.S.

**Target Group:** Whole School

**Target Group selection is based upon:** All students involved in the SEOP process

**Key Word:** Careers

### ABSTRACT

Our large group action plan was to see how many students we could get to engage in significant career guidance activities. The activities chosen were Brown Bag Luncheons, MATC training programs, Internships and a Career fair. The counselors presented information about all of these events to the Seniors through individual SEOP conferences. The Sophomores and Juniors received their information through small group SEOP's. In addition the Sophomores were given a presentation on Utahmentor.org and interviewing skills, along with some life skill activities. The CGP student outcomes addressed by this project are LC: A, LC: B and LC: C.

### PROJECT DESCRIPTION

Throughout the school year we have implemented programs to provide career exploration information and activities such as:

#### **Sophomore, Junior, and Senior SEOPs**

#### **Classroom presentations on job searching, interviewing skills, and life skill activities**

**Career fair-** Our juniors and seniors participated in a career fair in which we had over sixty presenters from various vocational occupations. Each presenter informed the Spanish Fork students regarding training and education needed in their vocation. They also discussed job description and job availability. Student were given time to ask questions of the presenters. These students also attended the "Making High School Count" assembly on the same day.

**MATC-** Provided information and facilitated student participation in MATC enrollment for career opportunity classes

**Internships-** Coordinated with the school internship advisor to provide various internship opportunities in the community

**Brown Bag Luncheons-** Coordinated with the internship advisor to provide brown bag luncheons featuring professionals in various career fields.

### RESULTS

The following results were recorded:

1066 students attended the Career Fair

209 students enrolled in Mountainland Applied Tech. College programs

121 students were placed on internships

169 students attended the brown bag career luncheons

630 students introduced to job interviewing skills through classroom presentations

### DISCUSSION

We felt like our Career Fair and "Making High School Count" assembly was a total success. We are implementing new ideas that we feel will make our Career Fair even more successful. We saw a drop in internship. However, we saw an increase in our M.A.T.C. enrollment.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School: Spanish Fork H.S.**

**Target Group: Seniors**

**Target Group selection is based upon: Seniors deficient in credit for high school graduation**

**Key Word: Deficient**

### **ABSTRACT**

Our 2007-2008 goals for the small group action plan were to track all seniors who had fallen behind their peers in credit acquisition or were deficient in credit at the start of the year. One hundred and five seniors were tracked and received direct counseling services which included student counseling, parent conferences, SEOP conferences, teacher consultation and youth support committee referrals. The CGP student outcomes addressed in this project were PS:B and AL:B. The method of assessment was to see how many of those students graduated with their class.

### **PROJECT DESCRIPTION**

To assist students deficient in credit to graduate, we provided the following: Students deficient in credit were identified at the end of their junior year. Letters were sent home showing options for makeup credit (i.e. - Electronic High School, Landmark or Cornerstone packets, and BYU Independent Study). During senior year these students were assisted and monitored in accessing the credit options listed above. Parents and students were notified of the credit status on a regular basis. Personal motivation meetings were conducted with the students as needed. Coordinated with Electronic High School, Landmark or Cornerstone, and BYU Independent Study to assist in students credit acquisition.

### **RESULTS**

Without having a control group it is hard to assess how many graduated as a direct result of counseling services; however, of the 105 seniors who were offline to graduate and received counseling services, 85 graduated with their class. Of the remaining 20 students not graduating, we anticipate half will graduate by August, while the other half has been referred to our GED/Adult Education program in the District

### **DISCUSSION**

As a result of early intervention and continued monitoring, a large majority of those students deficient in credit were able to reach graduation requirements. We will continue to send credit deficit letters in the summer and monitor student's progress through their senior year.



## Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Springville High

Target Group: Sophomore Class

Target Group selection is based upon: The desire to determine usefulness of Guidance Curriculum material presented to Sophomores

Key Word: Guidance Curriculum - Sophomores

### ABSTRACT

We surveyed our sophomores at the conclusion of each of our Guidance lessons (4 per semester) to determine their level of interest and/or perceived helpfulness of the material presented. Results weren't as positive as we had hoped. Students generally felt that the material presented in Lesson 1 was "just OK," and only slightly more than half of students felt that Lessons 2-3 were "helpful. Lesson 4 received the highest approval rating with about 65% of students reporting that the information was "helpful."

### PROJECT DESCRIPTION

#### Introduction

- We desired to find out how students felt about the guidance curriculum material being presented, to determine if changes needed to be made to our presentations, to better satisfy student needs.

#### Participants

- All sophomores enrolled in a Computer Technology class first and second semesters, approximately 500 students.
- Sophomore class

#### Method

- All counselors take turns teaching Guidance Curriculum Lessons on student success, work values, learning styles, career choices, college and financial aid, job interviewing and resume writing in the Computer Tech. classes, that primarily have sophomore students enrolled. Lessons are taught once a month, all year, or 4 times each semester, since Computer Tech. is a semester class. This year, we wanted to determine how the students felt about the material being presented. A survey was given to all students following the presentation, asking them to rate the information presented as a 3 (learned a lot), 2 (just OK) and 1 (not helpful). There was a section on the survey for students to write comments. Percentages of each rating were calculated.

### RESULTS

#### Results of First Semester Survey

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
3 (Helpful)	25%	44%	44%	62%
2 (Just OK)	70%	43%	47%	34%
1 (Not Helpful)	5%	13%	9%	4%

### Results of Second Semester Survey

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
3 (Helpful)	36%	52%	61%	68%
2 (Just OK)	50%	37%	31%	28%
1 (Not Helpful)	14%	11%	8%	4%

### DISCUSSION

The data tells us that not more than 68% of students felt the information presented was helpful, and on the average of all lessons combined, only 49% felt the material was helpful. Lessons 3 and 4 appeared to be the most helpful. There were on average 42% of students who felt the information was “just OK,” and only 8% who felt it was “not helpful.” Many of the written comments we received from students indicated that they already knew the material being presented, but that it had been a good review for them. Overall, we were somewhat disappointed that not more students felt the information presented was “helpful,” but relieved that a very small percentage of students deemed the material to be “not helpful.” We understand the tendency for survey participants in general to not select the highest rating possible, which may account for the large number of students marking, “just OK.” The implication for us as a result of our survey is, that a review and possible revision is needed of the lessons we present (and especially the first lesson) to our sophomores in the Computer Tech. classes. We would like to have at least 85% of the students feel that the information we give them to assist with student success, is indeed helpful.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Springville High School**

**Target Group: Hispanic/ELL Students**

**Target Group selection is based upon: This subgroup of students is one that is struggling the most on standardized tests (CRT's and UBSCT)**

**Key Word: ESL Student test prep**

### **ABSTRACT**

At Springville High School, ESL/ELL students have struggled on standardized tests and we have failed them according to AYP. To help these students better prepare for the tests they take each year we provided a class specifically designed to help them improve their English skills, particularly the type of English used on standardized tests. This class was taught by a teacher who has taught a similar course in another school district, and students were selected by a committee composed of the counselors, administrators, the teacher and the district ELL Liaison. Students were picked based on attendance, recent test scores, and in class performance. 17 students were selected and within those 17 students 49 Utah Basic Skills Competency Tests were taken and 16 were passed. CRT scores are not available and could not be included in these results.

### **PROJECT DESCRIPTION**

#### **Introduction**

- An Effective and Confident Communicator
- Increase test scores on the CRTs and UBSCTs

#### **Participants**

- 17 ESL/ELL Students

#### **Method**

- Students were placed in a class together beginning 2<sup>nd</sup> term.
- Eric MacDonald, a Spanish Teacher with experience in ESL/ELL classes, was their instructor.
- The focus was on preparing for standardized tests.
- Materials consisted of sample/practice tests available from the State Office of Education
- Evaluation was based primarily on pass/fail percentage of students in this class compared to similar students from last year.
- Secondary evaluation will be based on each individual students GPA over the course of the year.

### **RESULTS**

Of the 17 students in this class 49 Utah Basic Skills Competency Tests were taken and 16 were passed. This is a 32.7% pass rate. Last year the students that met this same criteria had an 11.1% pass rate.

CRT scores are not available at this time.

Even though it was not a criterion for this class, GPA's were examined to see if this course had a beneficial effect on them. Of the 17 students 5 had an overall increase in their GPA, 9 had an overall decrease in GPA and 3 exhibited no change.

## DISCUSSION

This class was very beneficial in that it increased UBSCT pass rate for these students by over 20%. We will have to examine CRT scores when they arrive later this summer. We had hoped that GPA would also increase as a by product of this class but that did not happen. It is interesting to note that this class was primarily populated by sophomores and we attribute the decrease in GPA to their inexperience in a High School setting.